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The goals of the graduate schools in predominantly Negro institutions are comparable to those of graduate education in other US institutions. However, graduate education in predominantly Negro universities has 2 unique functions: (1) to provide programs which meet criteria in terms of adequacy while preparing graduate students for significant roles in the black community, and (2) to stimulate intellectual activity among students and faculty in order that viable graduate programs may become typical rather than the exception. The rapidly changing picture of graduate education in these institutions suggested the need for a study of the status of their graduate programs in 1968. An open-ended questionnaire was sent to administrators at 20 predominantly Negro institutions offering graduate instruction in the 1963-1964 school year. A total of 1,139 master's degrees and 14 Ph.D degrees were granted by 15 of the 20 institutions in the 1967-1968 academic year. Problems reported include: the recruitment of good students and a capable staff, financial aid for students, allocation of adequate staff time for research, and the need for adequate equipment, supplies, and physical facilities. The paper also discusses the framework within which graduate education in Negro institutions was developed, and considers the future of their graduate work in terms of staffing, students, and programs. (WM)

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GRADUATE EDUCATION IN THE PREDOMINANTLY NEGRO INSTITUTION

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GRADUATE EDUCATION IN THE PREDOMINANTLY NEGRO INSTITUTION

The development of graduate education in the predominantly Negro university has been the result of social and psychological forces operating on and in the black community. Negroes were not allowed to enter graduate schools in southern, border and some northern and western states. In other cases the discrimination took the form of quota systems in schools and departments; in some departments of reputable institutions it was alleged that the admission of qualified black graduate students was either denied or discouraged. Under these circumstances, the predominantly Negro institution sought to meet a need of its black clientele; faculties began programs labelled graduate but in some cases only a fifth year added to a weak bachelor's degree.

The presentation here will include (1) a brief sketch of the development of graduate education in predominantly Negro institutions; (2) the framework in which graduate education in predominantly Negro institutions developed; (3) the present status of graduate education in predominantly Negro institutions as seen by administrative officials in 1968; and (4) some reflections on the future.

I

Although references to graduate work and graduate degrees in predominantly Negro universities appeared toward the close of the nineteenth century, graduate work as nationally viewed began at Howard University in 1919. Fisk, Hampton and Atlanta joined the ranks in the next decade. During the academic year 1931-32,[1] five institutions (Lincoln, Pa., added) awarded 29 master's degrees; this number more than doubled in the following year with a total of seventy-three degrees granted by the same schools. It should be noted that fifty-four degrees were in the social sciences and the humanities and more than half of these (thirty) involved research pertinent to black people.

McGrath[2] reports that in 1962, predominantly Negro institutions awarded 1.4 percent of the nation's fifth year degrees and less than one-twentieth of one percent of the nation's research doctorates. He[3] concluded that the emphasis should be on developing opportunities for Negroes at predominantly white institutions in the public sector that have strong graduate programs. His comments suggest that expansion of graduate work at

predominantly Negro institutions should be limited to a half dozen private graduate schools, "in order to invigorate their whole academic enterprise." The question is posed: Do other predominantly Negro institutions need the same kind of stimulation?

Within what framework has graduate education for blacks developed in predominantly Negro universities?

II

Graduate work in predominantly Negro universities has been studied by several researchers. Thirty-five years ago E. Franklin Frazier[4] found the development of graduate work represented: (1) a response of schools to the growing demand on the part of students for advanced study, especially in education; (2) an opportunity "for serious students to carry on research under professors engaged in research problems; and (3) an attempt to create graduate education in the South in connection with several colleges." The author suggested that each graduate school concentrate on two or three fields at the most.

Holmes[5] several years later not only supported Frazier's view on limiting graduate work in this segment of higher education, but also defended the position that the master's degree in the Negro graduate school

should be "a little doctorate" -- the same in quality but less in quantity -- a degree which indicates the ability to study independently and to conduct and report upon a piece of minor research satisfactorily.

Further recognition of the problem is seen in the proposals of Cox[6] who suggested the establishment of regional graduate schools in the South and the limitation of graduate work to fields in which schools have demonstrated competence.

The need for graduate education of quality was also noted by Wesley[7] who wrote, "The principle of a few graduates who are of a high order entering upon their chosen profession is far better than the practice of conferring degrees upon hordes of teachers who must have them for "job reasons." The sound character of the M.A. and the Ph.D. degree, as contrasted with the service degrees, must be protected. . . . Mediocrity must be avoided and a selectivity adopted which will lead to a high attainment in the graduate student body. Overspecialization should be avoided and departmental cooperation encouraged."

The evaluation of graduate work in predominantly Negro schools has been the interest of several individuals in the past fifteen years. The thrust here has been in terms of analyses of inadequacies. For example, Lloyd[8] found problems relating to: (1) scholarship and instruction; (2) administration; (3) attitudes regarding the status of enrollees and (4) admission and graduate requirements.

Last year, Vallen[9] pointed out areas of importance in graduate education. The paper presented at a conference on Negro Higher Education (A Centennial Event at Howard University), sponsored as a cooperative venture of of the Bureau of Educational Research and seven departments from the major divisions, emphasizes the need for attention to (a) the quality of graduate faculty; (b) the scholastic background of students admitted to graduate work; (c) the improvement of programs; and (d) the increased involvement in "interinstitutional cooperation and coordination."

During the past several decades, there has been a continued concern for the quality of graduate instruction provided in predominantly Negro

universities. The view seems to be that graduate education in these institutions must be in the main stream of graduate work in the United States----------not as the rear guard or the tail-end of a movement but in the active participation and full involvement in the ongoing processes and in the developments as they refer to graduate work--whether these are related to faculty recruitment, cooperative programs, or innovations in graduate work.

How do individuals responsible for the administration of graduate work in predominantly Negro universities view their programs? Some answers will be found in the next section.

III

The rapidly changing picture of graduate work in the predominantly Negro university suggested the need for a study of present status of graduate work in these institutions. McGrath[10] listed twenty-two institutions offering graduate instruction in 1963-64. Two of these were not included because of the professional orientation of their programs.

The deans of twenty graduate schools, then, were asked to complete an open-ended questionnaire concerning graduate work in their universities

and to express their views of the future of graduate work in predominantly Negro institutions and their institutions in particular. Fifteen or seventy-five percent of the administrators replied. The sample used covered all southern and border states except one. The first section requested factual information concerning the highest degree offered, the number of graduate degrees awarded in 1967-68 and the number of departments in which graduate work is being provided.

The fifteen institutions granted eleven hundred thirty-nine master's degrees in 1967-1968 with a range from four (4) to two hundred fifty-four. Fourteen students received the degree of Doctor of Philosophy. The number of departments with graduate programs leading to the master's degree in the fifteen schools ranged from one to twenty-eight and those leading to the doctor's degree from two to nine. Concerning graduate programs leading to the master's degree an institution which reported eight programs noted that five of the eight are in education and one is an interdisciplinary program; and one indicated that all of the three master's programs in the institution were in education.

It appears that the major thrust in programs of graduate education in predominantly Negro institutions is in the field of education. This condition is not unexpected in view of the fact that many programs have developed as a result of certification criteria and demands which require the master's degree for certain certificates and salary increments.

2-1. The second part of the inquiry concerned an evaluation of present programs, cooperative arrangements with other institutions, and future thrusts. The first question in this section was: "What do you consider the strengths of your graduate program?"

The features most frequently mentioned were (1) low student-teacher ratios which permit classes which are "essentially tutorial in nature and therefore afford excellent opportunities for the provision of individual assistance to the disadvantaged graduate student; (2) faculty strength in terms of academic background; and (3) limited programs with little proliferation.

It should be noted that several institutions have visiting lecturer series. In addition faculty involvement in the development of graduate programs appears to represent the operational base in several of the

better graduate schools.

2-2. What are the problem areas of your graduate programs:

Several major problem areas have been pointed out by the administrators: (1) recruitment of good students; (2) recruitment of capable staff; (3) financial support for students; (4) opportunities to develop experimental programs for disadvantaged students; (5) allocation of adequate staff time for research; (6) research assistants and (7) equipment and physical plant.

Specifically, the colleges and universities that serve primarily black students at the graduate level are in competition for students. At one time, the non-black university was only interested in the five or six outstanding students from a good predominantly Negro college. Today, these institutions are recruiting from the total range of abilities and achievement among black students. Thus, the predominantly Negro graduate program faces a dilemma that involves three problems: increase in the number of good graduate students, adequate finances for graduate students and recruitment of well trained staff.

The prospective faculty member is interested in the nature of the graduate program, the students involved and the facilities available. The prospective student raises questions about the staff, the program and facilities. Both are interested in financial support. The data indicate increased competent staff and facilities represent immediate needs.

The situation is further complicated by the aging graduate faculties in many graduate schools and difficulties in getting young men and women with demonstrated research abilities on their faculties. The number of competent young researchers (black or non-black) willing to work in the predominantly Negro university appears limited. Consideration of this problem and some possible approaches will be noted in the next section.

2-3. Are there graduate programs in your institution that are unique? Is so, please explain.

The concern here is with the charge that graduate areas in predominantly Negro colleges show no tendency to initiate new programs or to utilize new approaches in graduate education. The replies support

the position, for they turned up nothing that could be classified as unique or even distinctive. The responses fell into two categories (1) listing of programs that did not reveal unusual features in terms of national patterns or even regional, and 2) frank statements from administrators which show objective evaluations: (a) "None of our programs is unique"; (b) "None"; (c) "In my judgment, our graduate programs are not really unique"; (d) "I'm afraid not".

Thus, the call for innovation remains largely unheeded. The responsibility rests jointly on the institution, its clientele, its governance and its sources of financial support.

2-4. Is your institution involved in any cooperative or consortium programs for graduate students? If so, please explain.

Five of the fifteen schools reported participation in consortium programs. Two other institutions indicated that cooperative agreements would be inititated in 1968-69.

In view of some of the earlier observations, participation with other universities appears a logical and necessary step. The institutions involved have found cooperative arrangements mutually beneficial. One

program in the developmental stage involves six graduate schools, one predominantly white university in the midwest and five predominantly Negro graduate schools. The details are not available.

2-5. What do you perceive as the direction of graduate education in your institution during the next decade?

The responses were quite varied with five institutions indicating emphases on improvement of the quality of graduate programs, eight anticipate expansion of graduate programs at the master's level and two possibly work leading to the doctor's degree; two stress the need for interdisciplinary programs and two recognize the desirability of some cooperative graduate activities with other universities; and one each indicated (a) an increased concern for the training of college teachers; (b) internship programs; (c) more racial mix; (d) greater flexibility in programs; (e) opportunities for some experimentation in curricula; and (f) earlier recruitment within the framework of a master's degree at the end of six years at the university.

Permit me to share with you a brief statement submitted by the dean of a graduate school included in the study.

"I think that in the next decade this university's emphases in graduate education may well fall on (1) the recruitment of graduate students of genuine talent, as largely as possibly through greatly escalated resort to every one of the various forms of graduate aid (this kind of recruitment is a categorical imperative if we are to improve the caliber of graduate instruction at schools like ....); (2) the development of curricula at the graduate level designed to accommodate our degrees and programs to the new opportunities becoming increasingly available for Negroes in all regions of America; (3) a constant and strenuous effort to improve both the character of our graduate faculty and the conditions under which they work, through (among other things) effectively distributed grants for study and research, sympathetic control of the hours taught by graduate instructors, encouragement of the writing of theses by graduate students, and interinstitutional arrangements and consortia participated in by members of our staff and student body; and (4) better attempts to educate our general public, especially in ... concerning the desirable nature and potential for good in graduate education."

2-6. Are there other observations or comments that you would like to make? Here comments ran the gamut; typical of these are the following:

"There should be a better formula for determining the respective responsibilities of tax supported higher institutions and their geographical locations within the state."

"In utmost candor, the President manifests an enthusiastic regard for graduate programs; hence the climate for striving for excellence emanates from the uppermost level of administration."

"Though we are a small graduate school, we feel that we have a mission because we began at the request of teachers of this area who found it difficult to be accepted by other schools at that time. At present the enrollment includes about one-third of other races besides those for whom this division was originally opened."

"Those persons interested in the fate of graduate schools of similar orientation should be advised of the great collective need for funds for the operation of such graduate schools.... It is unlikely that increased support will be forthcoming from the respective state legislatures."

This section confirms the view of the writer that administrators of

graduate schools in predominantly Negro institutions are confronted by problems comparable to those of other adequate but not distinguished graduate schools. The problems are accentuated by the nature of the competition for graduate students, able staff and adequate equipment and supplies.

What are possible approaches to these problems?

IV

As we approach a consideration of the direction of graduate education in predominantly Negro schools in the future, we should react to a recent statement.

Jencks and Riesman[11] have stated: "Virtually none of the graduate programs in arts and sciences in Negro colleges is adequate by white academic standards."

Two questions are raised: (1) How many "white" graduate schools are adequate by "white" academic standards? Here, we might refer to the Carrter[12] report. (2) How many "white" graduate schools are adequate by "black" academic standards?

The real question is the adequacy of graduate education based on realistic criteria for graduate work. Graduate programs in institutions with which this analysis is concerned must be considered from this point of view.

One respondent wrote: "All Negro graduate schools, insofar as I know, have a problem with a general remoteness of the bulk of the students from any genuine contact with our culture's intellectual tradition. And our Graduate School is no exception. We could be more involved than we are in research, especially when one considers the large number of Federal and other programs currently dealing with Negroes, as well as the firms, agencies, etc., almost beside themselves with eagerness to involve Negroes in their operation. Moreover, and in keeping with what I have just said, we need to enlarge the concept, in terms of feasible degree programs, research possibilities, improvement of standards, and a reasonable provision of facilities. Far from having to be apolegetic about its existence, Negro graduate education should

be setting the tone, a new excellence on the predominantly Negro campus. Instead, incidentally, we have the decided reverse in which Negro colleges are increasingly having their characters seriously affected, if not virtually determined by remedial training."

The goals of the graduate school in the predominantly Negro university are ccmparable to those of graduate education in other institutions in the United States. However, graduate education in these institutions has two unique functions: (1) to provide graduate programs (a) which on the one hand meet criteria in terms of adequacy and (b) which at the same time provide for preparation of graduates to assume significant roles in the black community. A second singular function is to stimulate intellectual activity among students and faculty especially blacks in order that viable graduate programs may become typical rather than the exception.

May we then consider the future in terms of staffing, students, and programs.

1. Staffing: It has already been noted that graduate education is confronted with staffing problems--the black university is more acutely affected because of (1) limited support for institutional salaries and research; (2) the "white university complex" of some black researchers; (3) the dearth of funds for supportive services; and (4) the overload of graduate faculty due to the lack of understanding of the nature of graduate education or the insensitivity of some black administrators to the demands of graduate instruction.

The early discovery of promising teacher-researchers and the funding of their doctoral work and post doctoral studies represent one approach. A second is the making of work in graduate programs in the institution so attractive that competent individuals will be anxious to join in the enterprise. In addition to faculty, a core of good graduate students must be available as well as the necessary supportive services. The young researcher (black or white) will give careful consideration to an institution which considers seriously its charge in the area of graduate education.

2. Students: Institutions are seeking the most capable graduate student; today, the black graduate student is especially sought. As we study graduate students, we know that solid academic background is essential for success in graduate school--but non-cognitive factors must be considered. There are thousands of young blacks of potential for whom additional post baccalaureate work may fill the gaps in their preparation; the assessment of individual traits will reveal many students who are likely to develop into competent scholars.

It is suggested here that the predominantly Negro school should be in the forefront in efforts to discover and to develop the potentials of graduate students (black and white). Special summer programs, realistic admissions standards, planned tutorial services should make it possible for many of these students to move through graduate programs to the master's at a slow but progressive rate, and in some cases on to the doctorate.

The ability to attract and hold promising black students depends also upon the financial resources available to the student. Adequate

funds must be provided. In addition, the atmosphere of the department must be one in which the black student feels at ease rather than one in which his background is vilified. The latter is an especially sensitive area for black students in a predominantly Negro graduate school.

3. Programs: Graduate education is costly. Limited financial resources of predominantly Negro universities require that careful consideration be given to programs prior to initiation. Reference is made here to staffing, financial aid to students, facilities and equipment. It is better to have three good graduate programs than six or eight at a mediocre level. The position taken by Dean Holmes more than thirty years ago holds today.

The predominantly Negro graduate school may make a unique contribution in specialized as well as interdisciplinary fields. Certainly in an area such as American History, a specialty in Negro History is not necessary, yet in American History the role of the black man cannot be ignored. Or again, in the social sciences and behavioral

sciences, we need expertise in theory and practice in "Human Relations". The predominantly Negro graduate school, caught as it is between the pressures of the academia, the demands of black students and faculty, and the concerns of the non-academic community should provide fertile ground for such program development.

As we look at graduate work in the predominantly Negro university we must seek to avoid duplication of effort--we must be willing to innovate and pioneer; we must keep before us the true purposes of graduate education and our obligation to plan, program and operate for the achievement of these goals. We must be flexible but our flexibility must not result in weak programs; we must be purposeful; we must be willing to share the spirit of research with the young graduate student whose latent potential we are just discovering; we must be willing to discard where necessary, cooperate when mutually beneficial and we must move forward to the new--not that the new is necessarily better for we shall not know unless we provide opportunities for creativity--man's greatest resource.

FOOTNOTES

[1] Journal of Negro Education, 2:514-15

[2] McGrath, Earl J., Predominantly Negro Colleges and Universities in Transition, New York; Teachers College, Columbia University, (1965) p.88

[3] McGrath, op. cit., p. 89

[4] Frazier, E. Franklin, "Graduate Education in Negro Colleges and Universities," Journal of Negro Education, 2:329-41, July 1933

[5] Holmes, Dwight O. W., "Graduate Work in Negro Colleges;" Journal of Negro Education, 7:5-11, January 1938

[6] Cox, Oliver C., "Provisions for Graduate Education Among Negroes and the Prospects of a New System"; Journal of Negro Education, 9:22-37

[7] Wesley, Charles H., "The Outlook for Graduate and Professional Education of Negroes", Journal of Negro Education, 11:423-34, July 1942

[8] Lloyd, R. Grann, "Some Problems of Graduate Schools Operated Primarily for Negroes", Journal of Negro Education, 25:87-89, Winter 1956

[9] Valien, Preston, "Improving Programs in Graduate Education for Negroes", Journal of Negro Education, 36:238-48, Summer 1967

[10] McGrath, Earl J., op. cit., pp. 172-77

[11] Jencks, Christopher and David Riesman, The Academic Revolution, Doubleday and Company, Inc., Garden City, N. Y. (1968) p. 437

[12] Cartter, Allan M., An Assessment of Quality in Graduate Education, Washington, D. C., American Council on Education

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